

# Ainsdale URC Pre-School

Ainsdale United Reformed Church, Station Road, Ainsdale, SOUTHPORT, Merseyside,  
PR8 3HW



## Inspection date

Previous inspection date

24 September 2015

18 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff know the children very well. Staff plan a wide range of interesting and challenging play opportunities and activities to support children's next steps in learning. All children make good progress in learning from their starting points.
- Good relationships with parents and other agencies are firmly established. This means that children's educational and care needs are effectively met and that children are supported in their ongoing development.
- The key-person system is very well established and fosters very good partnerships with parents. Children form secure attachments and there is a shared approach to ensuring their learning, development and well-being.
- Clear policies, procedures and risk assessments are in place. These are reviewed regularly and understood by all staff.

### It is not yet outstanding because:

- The manager has not yet fully evaluated the progress made by different groups of children.
- Parents are not consistently included in the self-evaluation of the setting.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- evaluate the progress made by different groups of children and use the information gained to ensure that gaps in children's learning are quickly closed
- seek the views of parents in the self-evaluation of the setting more frequently and consider how any suggestions for improvements can be implemented.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. Effective staff recruitment procedures and ongoing suitability checks are in place. Staff are aware of their roles and responsibilities. The manager records all children's progress. However, she does not use this information robustly to check how well vulnerable groups of children are doing, in order to ensure prompt and effective steps are taken to make changes when needed. That said, the manager and staff work hard to ensure that all children, including disabled children and those with special educational needs, are welcomed into the pre-school and supported. The manager works directly in the rooms with children; this helps her to actively support staff in their professional development. The manager and staff have a clear vision for the pre-school. Action plans highlight areas they would like to improve. However, parents are not yet consistently asked to share their views and contribute their ideas about the quality of service provided, to help drive further improvement.

### Quality of teaching, learning and assessment is good

The manager and staff are well qualified and demonstrate a secure understanding of the Early Years Foundation Stage. Children enjoy playing with a wide selection of good quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning well. This contributes towards children being motivated and able to explore freely. Staff use a variety of questioning techniques to effectively promote children's communication and language development. Children are developing good literacy skills. They find their names at self-registration and use a variety of media in the role-play doctor's surgery, to write notes as they play. Staff encourage children to count during everyday activities and routines. This contributes to children learning effective mathematical skills.

### Personal development, behaviour and welfare are good

Children develop close, attentive and trusting relationships with staff. Staff are good role models, who encourage children to be kind and caring towards each other. Children demonstrate their good manners as they share, take turns and consistently remember to say please and thank you. The caring staff team effectively support children to develop their independence and self-care skills. This helps them become prepared for the next stage in their learning, including school. Effective care practices help children learn how to adopt a healthy lifestyle and take care of their personal needs. Children play outside every day, which promotes their physical development and helps them to learn how to manage risks safely. Children show their understanding of safety as they remind each other not to run inside.

### Outcomes for children are good

Outcomes for children are good. Children are well supported by staff. Observation, assessment and planning is timely, accurate and used effectively by staff to help children make consistently good progress.

## Setting details

<b>Unique reference number</b>	EY435366
<b>Local authority</b>	Sefton
<b>Inspection number</b>	853634
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Sally Louise Arber
<b>Date of previous inspection</b>	18 April 2012
<b>Telephone number</b>	07713894462

Ainsdale URC Pre-School was registered in 2011. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of disabled children and those who have special educational needs.

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